

Communication role play

Objective(s)

Learners role-play the use of various strategies for engaging parents in ongoing two-way communication regarding embedded interventions.

Description

In this activity, learners assume the role of a parent, teacher, or other team member (e.g., physical therapist) as they role-play an interaction between a parent and the remaining members of the team.

Required Materials/Resources

Learner Materials

- [Handout 1.6: Parents Speak Out - Partnering with Families on Embedded Interventions](#)

Detailed Facilitator Instructions

1. Provide learners with handout.
2. Divide learners into small groups of 3-4 people.
3. Have learners read the handout and then brainstorm ideas for how teachers and other members of the team may effectively communicate about embedded interventions with members of a child's family.
4. Ask each small group to act out an interaction between a parent and a team member in front of the class.
5. Debrief after each role-play.
6. Provide feedback.

Suggested Assessment

No assessment for this activity

Facilitation Tips

- Learners may need assistance getting started in their role-play.
- Ask learners to wear nametags with the name of their role.
- Throw a wild card into the discussion following the role-play (e.g., you find out the parent has a disability, the parents do not speak English).

Alternate Version(s) (refers to different level of difficulty)

- [Activity Guide 1.11a](#): Improve communication with families about embedded interventions
- [Activity Guide 1.11b](#): Many ways to reach parents

Credits

The CONNECT Content Team

This activity is part of Module 1: Embedded Interventions. To view the content related to this activity, go to [Step 3: Evidence](#).

Instructional Method

Role Play

Level

Advanced

Estimated Time Needed

5 minutes for instructor preparation

30-90 minutes for learner activity